

## **Assembly Bill No. 1266**

### **CHAPTER 937**

An act to amend and renumber Section 44279.2 of, to amend the heading of Article 4.5 (commencing with Section 44279.2) of Chapter 2 of Part 25 of, and to add Sections 44001.1, 44001.2, 44279.2, and 44279.7 to, the Education Code, relating to teacher credentialing, and making an appropriation therefor.

[Approved by Governor October 12, 1997. Filed  
with Secretary of State October 12, 1997.]

#### **LEGISLATIVE COUNSEL'S DIGEST**

**AB 1266, Mazzoni. Teachers: beginning teacher support.**

Existing law makes various findings and declarations relating to the need for support during the beginning years of a teacher's career. Existing law establishes the California Beginning Teacher Support and Assessment Program to be administered jointly by the Commission on Teacher Credentialing (commission) and the Superintendent of Public Instruction (superintendent). Existing law provides that among the purposes of the program are providing an effective transition into the teaching career for 1st-year and 2nd-year teachers in California and improving the educational performance of pupils by providing improved training, information, and assistance for beginning teachers.

This bill would redesignate that program as the Beginning Teacher Support and Assessment System. The bill would expand the program to, among other things, require that it provide intensive individualized support and assistance to each beginning teacher, to require that it establish performance assessments that are based on the California Standards for the Teaching Profession adopted by the commission in January 1997, to require an individual induction plan for each beginning teacher, and to ensure continuous program improvement, as specified.

The bill would require the superintendent and the commission to jointly administer the Beginning Teacher Support and Assessment System and to, among other things, establish requirements for reviewing and approving local induction plans, developing and administering a system for ensuring program quality and effectiveness, improving and refining the assessment system, and improving and refining professional development materials and strategies for all personnel involved in implementing teacher induction programs.

The bill would require the superintendent and the commission to establish requirements for teacher induction programs operated by

school districts or consortiums of school districts. School districts and consortiums of school districts would be eligible to receive \$3,000, as adjusted for inflation, in state aid for each participating beginning teacher, provided certain requirements are met, including that the school district or consortium of school districts provide not less than \$2,000 from amounts received for the Mentor Teacher Program or other local, state, or federal resources for each participating beginning teacher. By authorizing school districts to expend amounts received for the purposes of the Mentor Teacher Program for these new purposes, this bill would make an appropriation.

The bill would require the superintendent and the commission to award supplemental grants on a competitive basis to Beginning Teacher Support and Assessment System teacher induction programs that are identified as having expertise according to criteria established by the superintendent and the commission. The teacher induction programs would be required to expend those funds to assist clusters of teacher induction programs operated by school districts or consortiums of school districts. All school districts and consortiums of school districts participating in the Beginning Teacher Support and Assessment System would be required to be designated as belonging to clusters according to the criteria established by the superintendent and the commission based upon, but not necessarily be limited to, geographic proximity, program size, the number of beginning teachers served, the similarity of teacher characteristics, and pupil populations in each school district. Teacher induction programs awarded supplemental grants would be required to identify a program consultant to assist the school district or consortiums of school districts identified in a cluster. The superintendent and the commission would be required to identify the purpose and functions of each consultant, as specified. The superintendent and the commission would be required to ensure that each grant awarded supports the salary and benefits and other related costs for a consultant to assist each cluster, as specified.

The bill would limit state funding for participation in the Beginning Teacher Support and Assessment Program by specified credentialed teachers to 2 years, or until the teacher has met state expectations for successful completion of teacher induction, whichever occurs first, and to one year by interns who are participating in a specified credentialing program, either during or after completion of the internship, or until the intern has successfully met state expectations for successful completion of teacher induction, whichever occurs first.

The bill would make various declarations of legislative intent with respect to funding of the Beginning Teacher Support and Assessment System, including that the system be funded in the annual Budget Act, as specified.

Appropriation: yes.



*The people of the State of California do enact as follows:*

SECTION 1. Section 44001.1 is added to the Education Code, to read:

44001.1. “Commission” means the Commission on Teacher Credentialing.

SEC. 2. Section 44001.2 is added to the Education Code, to read:

44001.2. “Superintendent” means the Superintendent of Public Instruction.

SEC. 3. The heading of Article 4.5 (commencing with Section 44279.2) of Chapter 2 of Part 25 of the Education Code is amended to read:

Article 4.5. Beginning Teacher Support and Assessment System

SEC. 4. Section 44279.2 of the Education Code is amended and renumbered to read:

44279.1. (a) The Legislature finds and declares that the beginning years of a teacher’s career are a critical time in which it is necessary that intensive professional development and assessment occur. The Legislature recognizes that the public invests heavily in the preparation of prospective teachers, and that more than half of all new teachers leave some California school districts after one or two years in the classroom. Intensive professional development and assessment are necessary to build on the preparation that precedes initial certification, to transform academic preparation into practical success in the classroom, to retain greater numbers of capable beginning teachers, and to remove novices who show little promise as teachers. It is the intent of the Legislature that the commission and the superintendent develop and implement policies to govern the support and assessment of beginning teachers, as a condition for the professional certification of those teachers in the future.

(b) There is hereby established the California Beginning Teacher Support and Assessment System, to be administered jointly by the commission and the superintendent. In administering the program, the commission and the superintendent shall approve the most cost-effective programs of support and assessment. The commission and the superintendent shall also ensure that programs meet the Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment adopted by the commission in 1997 and that local programs support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession adopted by the commission in January 1997. The system shall do all of the following:

(1) Provide an effective transition into the teaching career for first-year and second-year teachers in California.



(2) Improve the educational performance of pupils through improved training, information, and assistance for new teachers.

(3) Enable beginning teachers to be effective in teaching pupils who are culturally, linguistically, and academically diverse.

(4) Ensure the professional success and retention of new teachers.

(5) Ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher.

(6) Improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decisionmakers.

(7) Establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession adopted by the commission in January 1997.

(8) Examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.

(9) Ensure that an individual induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher.

(10) Ensure continuous program improvement through ongoing research, development, and evaluation.

(c) Participation in the program shall be voluntary for teachers, school districts, and county offices of education and participation by certificated employees shall not be made a condition of employment. The commission and the superintendent shall adopt and implement criteria and standards for participation in the program, including criteria regarding the eligibility of teachers and standards of local program quality and intensity for schools, school districts, county offices of education, colleges, universities, and other educational and professional organizations. The criteria and standards shall be consistent with the purposes of the program.

(d) For the purpose of this article, unless the context otherwise requires, “beginning teacher,” means a teacher with a valid California credential, as defined in Section 44259, or an intern participating in the program established pursuant to Article 11 (commencing with Section 44380) of Chapter 2.5, who is serving in the first year or second year of service.

(e) For a beginning teacher who holds a professional clear teaching credential that is subject to the requirements of subdivisions (b) and (c) of Section 44277, participation in the program may, at the teacher’s discretion, serve as part or all of the individual program of professional growth.

(f) The superintendent and the commission shall disseminate the California Standards for the Teaching Profession adopted by the commission in January 1997 to colleges, universities, school districts,

county offices of education, and professional associations, who shall be encouraged to use the standards in efforts to improve teacher preparation and support programs. Performance assessments developed under this article shall be designed to provide useful, helpful feedback to beginning teachers and their support providers. That information shall not be used for employment-related evaluations, as a condition of employment, or as a basis for terminating employment.

(g) It is the intent of the Legislature that the commission and the superintendent establish a statewide teacher induction program that supports locally designed, high quality induction programs that provide individualized support and formative assessment for all participating beginning teachers as defined in subdivision (d). At the discretion of the local beginning teacher support and assessment system teacher induction program, funds allocated to a program on the basis of eligible beginning teachers may be used to provide support, assistance, and preparation services to other credential candidates who are in their first or second year of employment as a classroom teacher.

SEC. 5. Section 44279.2 is added to the Education Code, to read:

44279.2. (a) The superintendent and the commission shall jointly administer the Beginning Teacher Support and Assessment System pursuant to this chapter. In administering this section, the superintendent and the commission shall provide for or contract for all of the following:

(1) Establishment of requirements for reviewing and approving teacher induction programs.

(2) Development and administration of a system for ensuring teacher induction program quality and effectiveness. For the purposes of this section, “program effectiveness” means producing excellent program outcomes in relation to the purposes defined in subdivision (b) of Section 44279.1. For the purposes of this section, “program quality” means excellence with respect to program factors, including, but not limited to, all of the following:

(A) Program goals.

(B) Design resources.

(C) Management, evaluation, and improvement of the program.

(D) School context and working conditions.

(E) Support and assessment services to each beginning teacher.

(3) Developing purposes and functions for reviewing and approving supplemental grants and standards for program clusters and program consultants, as defined pursuant to Section 44297.7.

(4) Improving and refining the formative assessment system.

(5) Improving and refining professional development materials and strategies for all personnel involved in implementing induction programs.

(6) Conducting and tracking research related to beginning teacher induction.

(7) Evaluating the effectiveness of the Beginning Teacher Support and Assessment System two years following full implementation and reporting the findings to the Legislature. An interim report shall be provided to the Legislature not later than January 1, 2000, if full funding has not been provided prior to that date. For the purpose of this section, “system effectiveness” means producing excellent system outcomes in relation to the purposes defined in subdivision (b) of Section 44279.

(8) Periodically evaluating the validity of the California Standards for the Teaching Profession adopted by the commission in January 1997 and the Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Program adopted by the commission in 1997 and making changes to those documents, as necessary.

(b) As part of the Beginning Teacher Support and Assessment System, the commission and the superintendent shall establish requirements for local teacher induction programs.

(c) A school district or consortium of school districts may apply to the superintendent for funding to establish a local teacher induction program pursuant to this section. From amounts appropriated for the purposes of this section, the superintendent shall allocate three thousand dollars (\$3,000) for each beginning teacher participating in the program. Commencing with the 1998–99 fiscal year and each fiscal year thereafter that amount shall be adjusted by the inflation factor set forth in Section 42238.1. To be eligible to receive funding, a school district or consortium of school districts shall, at a minimum, meet all of the following requirements:

(1) Develop, implement, and evaluate teacher induction programs that meet the Quality and Effectiveness for Beginning Teacher Induction Program Standards adopted by the commission in 1997.

(2) Support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession, adopted by the commission in January 1997.

(3) Meet criteria for the cost-effective delivery of program services pursuant to subdivision (a) of Section 44279.

(4) From amounts received for the Mentor Teacher Program pursuant to Article 4 (commencing with Section 44490) of Chapter 2, or from other local, state, or resources available for the purposes of teacher induction programs, contribute not less than two thousand dollars (\$2,000) for the costs of each beginning teacher served in the induction program.

SEC. 6. Section 44279.7 is added to the Education Code, to read:

44279.7. (a) The superintendent and the commission shall award supplemental grants on a competitive basis to Beginning Teacher

Support and Assessment System teacher induction programs established pursuant to Section 44279.2 that are identified as having expertise according to criteria established by the superintendent and the commission. The supplemental grants received pursuant to this section shall be expended to assist clusters of teacher induction programs operated by school districts or consortiums of school districts.

(b) The superintendent and the commission shall designate each school district and consortium of school districts participating in the Beginning Teacher Support and Assessment System established pursuant to Section 44279.2 as belonging to a cluster according to the criteria established pursuant to this subdivision. For the purposes of this section “cluster” means a cluster of school districts or consortium of school districts established pursuant this section. The superintendent and the commission shall establish criteria for the formation of school districts or consortiums of school district teacher induction program clusters based upon, but not necessarily be limited to, all of the following:

- (1) Geographic proximity.
- (2) Program size.
- (3) The number of beginning teachers served.
- (4) The similarity of teacher characteristics and pupil populations in each school district.

(c) School districts and consortiums of school districts awarded supplemental grants pursuant to this section shall identify a teacher induction program consultant to assist the school district or consortiums of school districts forming a cluster. The superintendent and the commission shall identify the purpose and functions of each consultant. Those purposes and functions shall include, but not necessarily be limited to, all the following:

- (1) Assisting in designing, implementing, refining, and evaluating their teacher induction programs.
- (2) Assisting in building the capacity to provide professional development for all personnel involved in the implementation of teacher inductions programs, including, but not limited to, beginning teachers, support providers, and administrators.
- (3) Disseminating information on teacher induction programs to all interested participants within the cluster and collaborating with other consultants statewide and with state administrative agency staff to ensure ongoing program improvement.

(d) The superintendent and the commission shall ensure that each grant awarded pursuant to this section supports the salary and benefits and other related costs based on the prorated amount of time dedicated to this function for a consultant to assist each cluster.

SEC. 7. (a) It is the intent of the Legislature that the appropriation made for the administration of Section 44279.2 of the Education Code each fiscal year shall be made from funds that are not

designated as meeting the state's minimum funding obligation under Section 8 of Article XVI of the California Constitution (non-Proposition 98 funds), and shall amount to not more than 3 percent of the total amount appropriated for the purposes of that section. It is further the intent of the Legislature that the Superintendent of Public Instruction and the Commission on Teacher Credentialing each shall be entitled to expend 50 percent of the amount available for the state level administration of the program.

(b) It is the intent of the Legislature that amounts be appropriated in the annual Budget Act for the purposes of funding teacher induction program consultants to assist the clusters of school districts and consortium of school districts formed pursuant to Section 44279.7 of the Education Code in developing and administering new and existing programs pursuant to Sections 44279.1 and 44279.7 of the Education Code.

(c) The number of beginning teachers to be served by Section 44279.1 of the Education Code in each fiscal year shall be determined by data from the previous year's CBEDS reports submitted by school districts to the State Department of Education. For purposes of this subdivision, "CBEDS report" means the report transmitted by school districts to the State Department of Education for purposes of the California Basic Education Data System that exists within the department and is based upon a single annual collection of data about school staff and pupil enrollment conducted by the department for reporting, program management, and planning purposes.

(d) The Superintendent of Public Instruction and the Commission on Teacher Credentialing shall develop a funding plan for the purposes of this section, and report that plan to the Legislature.

(e) The amount appropriated for the purposes of subdivision (c) of Section 44279.2 of the Education Code shall be based on a grant amount of three thousand dollars (\$3,000) for each beginning teacher participating in the program, as adjusted for cost of living.

(f) State funding for participation in the Beginning Teacher Support and Assessment Program by teachers who are credentialed pursuant to Section 44259 of the Education Code is limited to two years, or until the teacher has met state expectations for successful completion of teacher induction developed jointly by the Commission on Teacher Credentialing and the superintendent, whichever occurs first.

(g) State funding for participation in the Beginning Teacher Support and Assessment Program by interns who are participating in the program established pursuant to Article 11 (commencing with Section 44380) of Chapter 2 of Part 25 of the Education Code is limited to one year, either during or after completion of the internship, or until the intern has met state expectations for



successful completion of teacher induction developed jointly by the Commission on Teacher Credentialing and the superintendent, whichever occurs first.

(h) State funding shall not be provided for the Beginning Teacher Support and Assessment Program for teachers who previously were funded to participate in the program while also participating as interns in the program established pursuant to Article 11 (commencing with Section 44380) of Chapter 2 of Part 25 of the Education Code.

